

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching is a complex and highly skill activities. Teaching is normally recognized as a profession (Wallace, 1991; Richards and Farrel, 2005). The term “profession” means that “a kind of occupation which can only be practiced after long and rigorous academic study (Wallace, 1991). Teaching as profession involves a considerable amount of challenges and decision-making. As professional, teachers are recommended to continually upgrade their understanding about their knowledge of teaching and learning. The knowledge of teaching and learning includes the knowledge about subject, learners, curriculum, pedagogic, teaching performance, context, and self-recognition as a teacher (Meijer et.al, 2001).

Teachers in their education program are informed of that knowledge relate to teaching and learning. However, after entering the real world of teaching, teachers still need to refresh and update their knowledge and skills in teaching. It must be done because teachers sometimes work in a complex ambiguous and dilemmatic classroom (Cimer and Palic, 2012). By updating skills, they can explain the material in the curriculum in a variety of ways to students who have diverse learning styles (Silver, 2015). They also need superior interpersonal skills, such as patience and the ability to remind calm in stressful situations. Creativity and presentation skills are important when planning lessons to motivate students and hold their interest (Silver, 2015). In

addition, the teachers can determine which methods are most comfortable with and which ones are more likely to ensure students success (Silver, 2015).

However, most of the teachers were lack information about what they have to do in the classroom (Richards and Lockhart, 1996). Richards and Lockhart said that teachers rarely examine their own teaching practices. Many teachers did not use their time to think about their actions in the teaching and learning process. They just wait until they were observed by the principle or supervisor who came to the classroom. Furthermore, a language teacher faced constantly diverse classroom situation, tires to adopt appropriate theory of learning, approach, technology, and tools and aids to create understanding in context. In doing so, teachers were drawn upon their experience and peer-experience to resolve the problems and issues through the process of reflection (Al-Ahdal and Al-Awaid, 2014). In addition, Parker (in Richards and Lockhart: 1996) stated that the experienced teachers apply classroom routines and strategies almost automatically without involving a great deal of conscious think. Dealing with this, Richard and Farrel (2005) argued that teachers' competences can be developed by joining teacher workshop and training, keeping teaching journal and portfolios, having teacher support group, peer observation, and self-monitoring. Therefore, teachers must think and question about their goals and values in teaching and examining their teaching assumption.

The teacher development in this perception is actually based on the concept of reflective practice in teaching. Reflective teaching itself has various definitions. The definition is given by Bailey, et al (in Liu and Zhang, 2014). Bailey, et al (in Liu and

Zhang, 2014) stated that reflective teaching as “the teacher’s thinking about what happens in classroom lessons and thinking about alternative means of achieving goals and aims”. It means that reflective teaching is used for teachers to think, analyze, and objectively judge their classroom action. Teachers find problems in real practice then attempt to find strategies and solutions to solve the problems through consideration and observation, in order to improve their teaching base on their teaching experience.

Reflective teaching was interpreted from an alternative context by analyzing teachers’ perception of good teaching and learning (Cohn and Kottkamp, 1993 in Wu and Wu, 2014). Teachers assumed to understand learners’ reality, to feel what the student feels, and to act in the students’ interest. The above definition told that reflective teaching plays significant role in foreign language teachers’ professional development. Furthermore, it was used by the teachers to improve their teaching practice.

SMA Negeri 5 Kendari was one of favorite school that paid attention to the teaching and learning process all day. SMA Negeri 5 Kendari applied 2013 curriculum for class X and XI. Class X was consisted of class X-IA 1 until X-IA 5; class X-IS 1 until X-IS 3; and class Bahasa 1 and Bahasa 2. While class XI was consisted of class XI-IA 1 until XI-IA 6; class XI-IS 1 until XI-IS 3; and class Bahasa 1. However, class XII still used Kurikulum Tingkat Satuan Pendidikan (KTSP). Class XII was consisted of class XII-IA 1 until XII-IA 6 and class XII-IS 1 until XII-IS 4. So, there were 30 classes at SMA Negeri 5 Kendari.

Improving the quality of education became the priority of SMA Negeri 5 Kendari by improving the concern and role of teachers in teaching and learning process. Based on the researcher's experience when taught in SMA Negeri 5 Kendari for one semester and interviewing with the teachers, the researcher noticed that before teaching and learning process was conducted, the teachers prepared the lesson plan and teaching materials that will be taught. Then, the teachers anticipated what will happen in the classroom and think about alternative strategies in order to achieve the goals of teaching. Teachers selected the appropriate assessment to assess the students. Teachers also made a reflection by analyzing their teaching and learning process, and then it became the input for the teachers to revise their planning in teaching. In addition, teachers found strategies and solution to solve the problem related their teaching and learning process. The strategies in reflective teaching were peer observation, self-reports, teachers' diaries, recording lessons, and doing action research.

In addition, teacher also asked students' feedback after the lesson. In this case, teacher asked students' opinion towards the learning activities that they have done during that day. The teacher gave the students a kind of simple questionnaire related to their opinion about the learning activities. For example, after the students finished their task on collaborative writing, the teacher asked the students' opinion whether the collaborative writing helped them much in finishing their writing task or not. By doing this, teachers got feedback about the advantages and disadvantages of learning

activity in the classroom. Teachers took the students' opinion as the consideration for the next teaching activities in that class or in other parallel class.

Based on the researcher's experiences and phenomenon that happened in SMA Negeri 5 Kendari, the researcher intended to conduct a research considering reflective teaching in the English teaching and learning process at SMA Negeri 5 Kendari, as SMA Negeri 5 Kendari was a favorite school and school models, so the process of teaching and learning became an important point in that school.

1.2 Research Questions

In line with the background above, this study attempted to address the main research question namely "How is reflective teaching in the English teaching and learning process at SMA Negeri 5 Kendari?" There are three sub questions to help answer the main research question:

1. How do the teachers practice Reflective Teaching in the English teaching and learning process at SMA Negeri 5 Kendari?
2. What are the advantages in applying Reflective Teaching by teachers at SMA Negeri 5 Kendari?
3. What are the impediments that prevent teachers' reflection at SMA Negeri 5 Kendari?

1.3 Purpose of the Study

Based on the research problems above, the aim of this study was to investigate reflective teaching in the English teaching and learning process at SMA Negeri 5 Kendari with the purpose of sub focus questions in this study were: to describe how teachers practice Reflective Teaching in the English teaching and learning process; to investigate advantages on reflective teaching; and to identify impediments that prevents teachers on Reflective Teaching in their teaching practice.

1.4 Scope of the Study

This study focused on investigating reflective teaching in the English teaching and learning process at SMA Negeri 5 Kendari since the process of teaching and learning become an important point in that school. It was seen how the teachers defined reflective teaching and how teachers practice on reflective teaching in term of the strategies used by teachers.

1.5 Significances of the Study

The study was expected to give theoretical and practical benefits. Theoretically, the results of the study were enriched the literature on English teachers' understanding and practice of reflective teaching. Reflection allowed teachers to give deliberate thought about action with a view towards its improvement, faced unexpected situations and individual student differences, connected theory to practice, and acknowledge and deepen understanding of how their own values, beliefs

and experiences influence their roles as teachers (Isikoglu, 2007; Johnson, 2001; Nolan, 2008; Ryan, Cooper, & Tauer, 2008; Schon, 1983, 1987 in Thomas and Packer, 2013). Practically, English teachers (novice teacher and pre-service teacher) used the result of the study in order that they improved their teaching through reflection activity.